

Early Stage 1 E.S.L. Assessment (using ESL Scales*)

* refer to **ESL Scales levels** to give you the full range of the indicators in the areas of Communication, Language and Cultural Understanding, Language Structures and Features and Strategies.

For Kindergarten students to be achieving Early Stage 1 outcomes in the English syllabus, they need to be achieving **Level 3** outcomes in Oral Interaction and **Beginning Level 2** or **3** outcomes in Reading and Responding and Writing.

Assessment Pointers:

Oral (Level 3)

Students at this level can express their own responses in English, sometimes using correct grammar.

Students are working at a level **commensurate with Early Stage 1 outcomes** if they can:

- follow a sequence of classroom instructions
- find the key points of a story or text
- pick out key words from videos or TV shows
- use terms such as: story, poem, recipe, experiment
- understand and use time words such as: first, next, then, to sequence events
- use common prepositions such as: in, at, on, near
- use pronouns such as: s/he, her, him
- use some word endings correctly e.g.. -ing, -ed, -s
- use articles correctly e.g. a dog, the school bus
- predict meaning of a word from the context
- follow what the teacher is saying when revising a topic
- follow simple recounts of things students have done in class e.g. an excursion
- listen to information and decide which parts are true or false
- use the correct English to organise themselves at school e.g. borrow library books, order lunch or give reason for being late, etc.
- ask simple questions
- know the correct way to ask for personal information e.g. "Do I need to wear my uniform tomorrow?"
- recognise questions, statements, and negation
- use subject, verb, object when saying sentences
- identify a small number of spoken text types i.e. stories, poems, procedures, reports, explanations
- describe and identify animals, people, places
- demonstrate variable placement of adjectives
- answer subject-specific information
- use terminology of subject learning areas
- use common prepositions
- read, modelling rhythm, intonation and pronunciation

Reading (Beginning Level 2)

Students at this level understand pictures and simple texts read aloud in class and smaller ESL group. They can:

- complete simple reading activities
- talk simply and give opinions about well known stories
- sequence a simple story using pictures
- read some environmental print
- recognise the beginning and end of the story from the structure

- follow text with their finger as teacher reads
- recognise some simple words from charts, word walls, etc.
- relate some letter names to the sounds they make
- put pictures in the right order to tell a story
- read some known words in new contexts
- read words and signs in the environment e.g. McDonalds, STOP
- model intonation on the teacher's intonation

Reading (Beginning Level 3)

Students at this level use developing English skills to read and understand simple well-known texts.

Students are working at a level commensurate with Early Stage 1 outcomes if they can:

- understand that full stops and question marks break up text
- match spoken words to written words
- read well known phrases on sight
- follow the text with their finger
- use phonics to sound out words
- find words in lists to use in their writing
- read their own written sentences to a teacher
- choose interesting books to read
- retell a simple story read in class
- retell a simple story
- read back their own writing to the teacher
- read simple texts in class
- know that full stops and question marks break up the text when they read
- track under the words as they read
- read new words by using the sounds that English letters make
- understand the meaning of the text at a simple level
- answer simple questions about the text
- identify features in a story that have personal appeal

Writing (Beginning Level 2)

Students at this level communicate ideas using pictures and copied writing or attempts own writing. They can:

- contribute words and ideas to a group story
- draw pictures that retell a story
- choose a topic to write about
- use the terms writing and drawing correctly
- copy a short text correctly
- write phrases and words using well known words e.g. "go to school", "go home"
- label their pictures
- write own ideas on a topic in one or two short sentences
- leave spaces between words
- copy words from charts in room
- try to spell new words
- copy words and phrases correctly
- write their own name
- complete simple repetitive modelled sentences
- reread own writing
- size writing correctly
- leave spaces between words

Writing (Beginning Level 3)

Students at this level write their own ideas in several short sentences using simple well-known vocabulary and basic sentence structure.

Students are working at a level commensurate with Early Stage 1 outcomes if they can:

- write simple sentences about themselves and their world
- write sentences that make sense
- use simple joining words such as “and”, “then” & “but”
- use full stops and capital letters in their writing
- use letter sounds to try to spell new words
- write some words by themselves
- use a computer to publish work
- use words and ideas from texts read in class
- write a recount with a beginning, middle and an end
- write own ideas on a given topic
- join some sentences with “and”
- check own work when finished
- use some correct grammar but still need the teacher's help